



# Some Features of Communication Across Stage III Reading

CLB 9 Initial Advanced Ability	CLB 10 Developing Advanced Ability	CLB 11 Adequate Advanced Ability	CLB 12 Fluent Advanced Ability
<ul style="list-style-type: none"> <li>• Texts are paper-based or digital/online.</li> <li>• Texts can deal with socio-cultural, economic or political issues.</li> <li>• Continuous texts are complex, may be expository, literary or persuasive (can include reports, articles, argumentative essays, problem-solution papers, research, novels, poems).</li> <li>• Continuous texts may be quite long, as dictated by the topic, purpose, genre and context.</li> <li>• Formatted texts vary in length, may be visually dense (can include tables, graphs, process flow charts, pictographs, diagrams, questionnaires, surveys, rating scales, aerial maps, blueprints, and assembly and schematic drawings).</li> <li>• Instructions are in clear, explicit and coherent prose, not always presented in sequential step-by-step form, but related to familiar procedures.</li> <li>• Texts are linguistically complex, and are abstract, conceptual or specialized.</li> <li>• Topics are partially familiar or unfamiliar.</li> <li>• Context is demanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Texts are paper-based or digital/online.</li> <li>• Texts can deal with socio-cultural, economic or political issues.</li> <li>• Continuous texts are complex, may be expository, literary or persuasive (can include reports, articles, argumentative essays, problem-solution papers, research, novels, poems).</li> <li>• Continuous texts may be quite long, as dictated by the topic, purpose, genre and context.</li> <li>• Formatted texts vary in length, may be visually dense (can include tables, graphs, process flow charts, pictographs, diagrams, questionnaires, surveys, rating scales, aerial maps, blueprints, assembly and schematic drawings).</li> <li>• Instructions are in clear, explicit and coherent prose, not presented in a sequential step-by-step form, but related to familiar procedures.</li> <li>• Texts are linguistically complex, and are abstract, conceptual or specialized.</li> <li>• Topics are partially familiar or unfamiliar.</li> <li>• Context is demanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Texts are paper-based or digital/online.</li> <li>• Texts can deal with socio-cultural, economic or political issues.</li> <li>• Continuous texts are complex, may be expository, literary or persuasive (can include reports, argumentative essays, problem-solution papers, research, novels, poems).</li> <li>• Continuous texts may be very long, as dictated by the topic, purpose, genre and context.</li> <li>• Formatted texts vary in length, may be visually dense (can include tables, graphs, process flow charts, pictographs, diagrams, questionnaires, surveys, rating scales, aerial maps, blueprints, assembly and schematic drawings).</li> <li>• Instructions are complex; are in clear, explicit and coherent prose, not presented in sequential step-by-step form, and related to unknown procedures.</li> <li>• Texts are propositionally and linguistically complex, and are abstract, conceptual or specialized.</li> <li>• Topics are partially familiar or unfamiliar.</li> <li>• Context is demanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Texts are paper-based or digital/online.</li> <li>• Texts are of any type and may require high-level inference.</li> <li>• Continuous texts are complex, may be expository, literary or persuasive (can include reports, argumentative essays, problem-solution papers, research, novels, poems).</li> <li>• Continuous texts may be very long, as dictated by the topic, purpose, genre and context.</li> <li>• Formatted texts vary in length, may be visually dense (can include tables, graphs, process flow charts, pictographs, diagrams, questionnaires, surveys, rating scales, aerial maps, blueprints, assembly and schematic drawings).</li> <li>• Instructions are complex; are in clear, explicit and coherent prose, not presented in sequential step-by-step form, and related to unknown procedures.</li> <li>• Texts are propositionally and linguistically complex, and are abstract, conceptual or specialized.</li> <li>• Topics are partially familiar or unfamiliar.</li> <li>• Context is demanding.</li> </ul>

Note: Text length is not explicitly provided because it does not clearly determine the degrees of increasing complexity across Reading Stage III.